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ABSTRACT

The goal of this project was to eliminate sex bias in education through the development of student and teacher awareness of sex bias. Four objectives were developed for the first year project: (1) the development and implementation of nonsexist curriculum in grades 4-12, (2) the development of teachers' and librarians' awareness of sexism in learning materials, (3) the development of dissemination materials and a resource center of nonsexist learning materials, and (4) the measurement of student awareness of sex bias. To meet these objectives, the project developed three elementary nonsexist units of instruction and 19 secondary nonsexist lessons which were taught in Minneapolis public and parochial schools, conducted inservice training for teachers and librarians, created a resource center of nonsexist learning materials, and developed criterion-referenced test items to measure student awareness of sex bias. Evaluation involved the monitoring of the development and administration of instruments to measure student and teacher ratings of the lessons and the validation of each lesson by two curriculum experts: inservice training sessions were evaluated by means of participant responses to surveys developed by the evaluator. The progress toward the development of the resource center was monitored, and the results of the criterion referenced testing were analyzed, item difficulties, item discrimination and test reliabilities computed. Findings indicate that the project was successful overall in meeting its objectives. (Author/RC)

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FINAL EVALUATION REPORT

ON

TITLE III ESEA PROJECT

"Eliminating Sex Bias in Education"

1974-1975

For

SPECIAL SCHOOL DISTRICT #1
MINNEAPOLIS, MINNESOTA

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TM004 920

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I. Summary

A. Program Description

The goal of the project is to eliminate sex bias in education through the development of student and teacher awareness of sex bias. The project staff engaged in inservice training for teachers and librarians in the target area developed and taught lessons dealing with the topic of sex bias in grades 4-6 and 7-12.

Four objectives were developed for the first year project. These objectives pertain to (1) the development and implementation of non-sexist curriculum in grades 4-6 and 7-12, (2) the development of teachers' and librarians' awareness of sexism in learning materials, (3) the development of dissemination materials and a resource center of non-sexist learning materials, and (4) the measurement of student awareness of sex bias.

To meet these objectives, the project developed 3 elementary non-sexist units of instruction and 19 secondary non-sexist lessons which were taught in Minneapolis public and parochial schools, conducted inservice training for Minneapolis teachers and librarians, created a resource center of non-sexist learning materials, and developed criterion-referenced test items to measure student awareness of sex bias.

B. Evaluation

The evaluation involved the monitoring of the development and implementation of the non-sexist lessons and units, including the development and administration of instruments to measure teacher and student ratings of the lessons and the validation of each lesson by two curriculum

experts: the inservice training sessions were evaluated by means of participant responses to surveys developed by the evaluator. The progress toward the development of the resource center was monitored, and the results of the criterion referenced testing were analyzed, item difficulties, item discrimination and test reliabilities computed.

The findings indicate that the project was successful overall in meeting its objectives. With only a few exceptions, the lessons met the criteria for curriculum, and students indicated awareness of sexism as evidenced by their performance on tests developed by the project.

C. Conclusions and Recommendations

The project has been successful in meeting the objectives defined for the first year. Student and teacher reaction to the lessons has been favorable, and student performance on criterion referenced tests indicates their awareness of sexism.

Validation of the lessons by curriculum experts indicate that the elementary lessons need a few revisions or additions, while more extensive revisions, mostly additions, are needed by secondary lessons.

Feedback from inservice training indicates that there is a need for continued dissemination of information and materials dealing with the elimination of sex bias. The second year project will be improved by the early development of project objectives and concentrated effort toward these goals from the date of the second year project startup prior to the beginning of the 1975-76 school year.

II. Detailed Report

A. Identification

1. Name of Community: Minneapolis Public Schools
Special School District No. 1
807 N.E. Broadway
Minneapolis, Minnesota 55413

2. Locale of Schools: All Minneapolis Public Schools and Requesting Minneapolis Special School District No. 1

3. Target Population:

a) All elementary students in grades 4-6 and all secondary students in grades 7-12.

b) All Minneapolis librarians and teachers. At the end of the project year, 439 elementary students in grades 4-6 and 478 secondary students in grades 7-12 had been taught at least one non-sexist lesson by the project staff. Inservice training was provided to 83 Minneapolis librarians and Tuesday Release Inservice training was provided to 753 teachers from 26 Minneapolis schools.

B. PROJECT OBJECTIVES AND ACTIVITIES

1. Activities Used to Implement the Objectives

Objective I:

By June 30, 1975, the project will develop and make available to participating project teachers three non-sexist elementary units and at least 20 non-sexist lessons to be integrated into secondary trimester elective courses.

The project staff developed a total of three elementary non-sexist units and nineteen secondary non-sexist lessons dealing with a variety of topics which were taught in Minneapolis Area elementary and secondary schools. The elementary units and inclusive lessons are:

Media
TV Content
TV Ads
Magazine Content
Magazine Ads
Sports
Comics
Toy Ads
Basal Readers

Self Awareness
Greeting Cards
Baby X (2 lessons)
Fairy Tales (2 lessons)
Occupations
Activities
Personality
Characteristics

History--Nineteenth Century Activists
Introductory lesson
Concluding lesson
Susan B. Anthony
Elizabeth Blackwell
Henry Blackwell
Frederick Douglass
"Mother" Mary Jones
Lucretia Mott
Elizabeth Cady Stanton
Lucy Stone
Sojourner Truth
Harriet Tubman

The nineteen secondary lessons are titled:

Career and Family Decisions
Marriage Contracts
Job Characteristics
Status of Careers
Elementary Textbooks
Statistics
Sharing Work
Athletics
Language
TV Characters
Women Today
Baby X
Toys
Life Cycles
Female/Male Ethics Game
Women's Work
Goals of Feminism
Laws
Help Wanted Ads

Each lesson was taught in at least one classroom, with most elementary and many secondary lessons taught in three or more classrooms. The lessons were taught in the classrooms of 18 elementary and 11 secondary teachers who volunteered to participate in project activities. (On the elementary level, these teachers also earned two Professional Growth credits for their efforts.)

An Advisory Committee was formed from former members of the Minneapolis Task Force on Sexism. The Committee met every two months and was an information exchange for the project and other related Women's Movement activities.

Objective II

By June 30, 1975, all Minneapolis librarians and those teachers participating in inservice training will achieve awareness of sexism in learning materials and how to select non-sexist learning materials.

To accomplish objective II, the project conducted a one-hour inservice training for all Minneapolis librarians as well as a Tuesday

Release Time inservice for 753 teachers, aides, and other pupil personnel workers from 26 Minneapolis schools. The topic of these inservices was sex bias in learning materials and classroom activities. Instances of sex-role stereotyping in learning materials and classroom practices were cited and criteria for the selection of non-sexist learning materials were explained and criteria for the selection of learning materials (handouts) were distributed.

Elementary teachers enrolled in the Professional Growth course conducted by the project staff also received information about sex bias in learning materials. As part of the course activities, these teachers also reviewed learning materials for sex-role stereotyping using the criteria for selection of learning materials.

Objective III

By June 30, 1975, the project will develop dissemination materials and establish a resource center of non-sexist learning materials for general dissemination and produce a catalog of the materials in the resource center.

In an effort to obtain teacher-made non-sexist learning materials, the project mailed a flyer to all Minneapolis teachers soliciting these materials, and also contacted those Minneapolis teachers and other school systems outside Minneapolis known to have non-sexist learning materials. An ericsearch produced a large bibliography of print materials on sexism, and in addition several magazine subscriptions, books, and films were purchased by the project.

Objective IV

Students will display awareness of sexism as evidenced by performance on criterion-referenced instruments developed through field testing by 1975-76.

To measure student awareness of sexism, the project developed three end-of-unit elementary (grades 4-6) tests, one each for Media, Self Awareness, and Ninteenth Century Activists (History); also a pool of 37 items was developed to measure student awareness of sexism on the secondary level (grades 7-12).

2. Procedures Used to Determine Accomplishment of Objectives

Objective I

The quality of the non-sexist lessons was indicated by survey responses from students and teachers directly affected by the project, and the lessons were validated by curriculum experts using a validation instrument[1] developed by the evaluator and project staff. Students were surveyed[2] to determine how well they liked the non-sexist lessons and the evaluator made several on-site visits to observe student classroom behavior. In addition teachers observing the non-sexist lessons were asked to rate student reaction to the lessons on several points using an instrument[3] developed for both internal and external evaluation.

The Advisory Committee set up to act as an information exchange for project activities and other related Women's Movement activities was surveyed[4] to determine their perception of the Committee's role in project activities.

After all the lessons were developed, two curriculum experts validated each lesson using a validation form developed by the evaluator and project staff. The validation form is designed to determine whether each lesson meets various criteria judged essential for curriculum by the project staff.

1 see appendix page 48, Face Validity
2 see appendix pages 49, 50,51, Student Evaluation
3 see appendix page 52, Teacher Observation
4 see appendix page 54, Advisory Committee Survey

Objective II

Towards objective II, the project engaged in inservice training for all Minneapolis librarians, for teachers via the Tuesday Release Time, and for elementary project teachers via a two-credit Professional Growth Course. The effect of the Librarians' Inservice was measured in the fall by means of a survey[5] and again in the spring[6] to determine to what extent the librarians had used the materials and information gained from the inservice, and also to measure their need for continued information and materials relating to sex bias in learning materials. The teachers attending the Tuesday Release Time Inservice were surveyed[7] to determine their rating of the quality and worth of the session. Those elementary teachers enrolled in the two-credit Professional Growth course conducted by the project staff were asked to rate[8] the course on various points.

Objective III

The project activities toward the establishment of a Resource Center of non-sexist learning materials were monitored by the evaluator through interviews with the project staff.

Objective IV

Instruments[9] to measure awareness of sexism were developed for all three elementary units and for twelve of the nineteen secondary lessons. Item difficulties were computed for each item and reliabilities computed for each test. In the elementary tests, item discriminations were

5 see appendix page 55, Librarians' Inservice
6 see appendix page 57, Librarians' Inservice Followup
7 see appendix page 58, Tuesday Release Time Evaluation
8 see appendix page 59, Course Evaluation
9 see appendix page 60, 62, 64, End of Unit Evaluation--Media, Awareness Post-test, History Post-test and Secondary Test Items.

computed from the difference between item difficulties for upper-scoring students and item difficulties for lower-scoring students. Item discriminations were not calculated for secondary test items since the number of students taking the tests was variable, and in some cases too small relative to the number of items to provide a stable index. (Groups of students were given a test drawn from items relating to the specific non-sexist lessons they had been taught. Groups of 57, 16, 17 and 44 students were administered five tests with respectively 9, 10, 11, 12, or 15 items drawn from the 37-item pool.) On the elementary level, students were tested at the beginning[10] as well as at the end of the Self Awareness and History units. Pre-testing was not possible in the fall (Media unit) since evaluation activities were initiated after project classroom teaching was begun. Student performance on the elementary and secondary tests was summarized by the computation of mean and mode scores for each test.

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10 see appendix pages 70 and 71 , Awareness Pre-test and History Pre-test.

C. DATA

1. Procedures for Data Collection and Analysis

a. To determine their teaching and Women's Movement experience, teacher background data was collected from all project teachers using a survey form developed by the evaluator. Average teaching experience and Women's Movement experiences were summarized.

b. The role of the advisory committee was ascertained through a survey administered to 14 active members at the final meeting on April 9, 1975.

c. The role of the participating teachers and lesson critiquers was determined through interviews with the project staff and a review of the instruments used in the critique of lessons.

d. Student response to the non-sexist lessons and units was obtained through several on-site classroom observations by the evaluator. An instrument to measure student reaction to the non-sexist lessons and units was administreed to 117 students at the end of the elementary Self-Awareness unit, to 169 students at the end of the History unit, and to 122 students at the end of their series of secondary non-sexist lessons.

e. The observing classroom teachers were asked to evaluate student reaction to the non-sexist lessons at the end of each lesson. The 22 elementary lessons were rated a total of 94 times, or an average of 4.27 times per lesson. Nineteen secondary lessons were rated a total of 56 times, or an average of 2.9 times per lesson. The teachers rated each lesson on six points using a rating scale of 1=poor to 5=excellent. Mean teacher ratings were computed for each lesson and for the units overall.

f. A panel of curriculum experts was selected by the project staff to review the completed lessons and to rate them using the Face Validation form which lists various curriculum criteria to be met. Two validators rated each lesson, indicating whether each lesson met each criterion. Those criteria not met by each lesson are reported.

g. To determine their reaction to the inservice, eighty-three Minneapolis librarians were mailed a survey in the fall shortly after they attended the inservice conducted by the project staff. Again in the spring, a followup survey was mailed to the librarians to ask if they had used the information and/or materials provided by the inservice and if they would like more information and/or materials dealing with sex bias in learning materials.

h. At the end of the Tuesday Resease Time Inservice, surveys were completed by 753 attending teachers, aides, and other pupil personnel workers. Results were summarized by computing the percentages of responses in each response category both for each geographic area and for the total 753 respondents.

i. The professional growth course was evaluated by means of a questionnaire administered to participating teachers at the end of the course. Percentages of responses from 17 teachers are reported for each item and for each response category.

j. Progress toward the collection of non-sexist macerials was monitored by means of interviews with the project staff.

k. The elementary curriculum specialists developed three instruments to measure student awareness of sexism, and the secondary curriculum specialist developed a 37-item pool drawn from 12 of the 19 lessons

produced during 1974-75. Reliabilities for the elementary tests were computed from the correlations between each pair of half-tests. Mean and mode scores, item difficulties, item correlations with the total scores, discrimination indices and frequency distributions were computed from student scores on each test.

l. In the Awareness and History units, a pre-test was administered to the students to determine change in knowledge or attitude by comparing the pre-and post test scores.

m. In analyzing the secondary test, item analysis was complicated by the fact that five subgroups of the 37 tests items were administered to five different groups of students. Items for each subtest were selected on the basis of the lessons taught to each particular group of students. The items in each subtest were not mutually exclusive. Thus some items were responded to by as many as 132 students while others were responded to by 16 students. The subtests contained 9, 10, 11, 12 and 15 items and were taken by groups of 16, 17, 57, 33, and 44 students respectively. Item difficulties were computed from the proportion of students responding to each item. Mean and mode scores were computed for each subtest, and reliability of the total pool of 37 items was computed.

2. Findings

Results of a survey of fourteen active members of the Advisory Committee are shown in Table 1. The members indicate the most important role is that of moral support and as a sounding board for project activities. Also, the members felt the committee was important in sharing ideas related to the Women's Movement and in continuing the activities of the Minneapolis Task Force on Sexism. The members also

felt the committee had some input into decision making by the project. These opinions regarding the role of the Advisory Committee are in agreement with those of the project staff. The members also indicated that they felt the Advisory Committee should be continued; that their membership was worthwhile and that they would volunteer to be members next year. While the Advisory Committee has the potential to be of use to the project, its continuation next year as a project activity should be evaluated by the project staff. If the project is willing to supply the time and effort required by the Advisory Committee without reducing their other efforts toward project objectives, then the Committee could be continued. In any case, the Advisory Committee should have a low priority among project activities. In actual practice the committee supplies a positive but non-essential input to the project.

These opinions are not supported by the actual data from the survey of Advisory Committee members, however. They are the result of the evaluator's perception of the value of the Advisory Committee to the project based on attendance at several meetings, and from personal communications with the project staff.

The participating teachers and lesson critiquers helped refine elementary lessons at various stages of their development. Both critiquers and participating teachers used project-developed criteria for evaluation of the lessons and were a valuable source of input into lesson refinement. This source of outside evaluation undoubtedly accounts for much of the difference in overall ratings of the elementary versus secondary lessons by the lesson validators.

As a result of on-site visits to classrooms, it appears that students enjoy the non-sexist lessons. This agrees with the results of student evaluations of the Self-Awareness (Table 2) and History (Table 3) units on the elementary level, and with the results of the survey of secondary students (Table 4). In the case of the History unit, 75% of the 169 students said they liked the non-sexist lessons better than their regular lessons, and nearly half (48%) of the 117 students said they liked the Self Awareness lessons better than their regular lessons. The majority felt the lessons were interesting or important while a small percentage thought the lessons were boring or stupid (Self Awareness: 17%, History 5%). The majority of students felt that the non-sexist lessons taught them something they didn't know before. On the secondary level, students also indicated a positive reaction to the non-sexist lessons. Sixty-five percent of 122 students surveyed said they were glad Ms. Freeman came in. Eighty-eight percent said they learned something new, 64% said the non-sexist lessons changed the way they think, and approximately half (49%) said the lessons will be personally useful.

Teacher ratings of student response to the lessons has been extremely favorable, which agrees with the student responses. On a rating scale of one to five (1=poor to 5=excellent) all the lessons developed by the project were given an average rating above 4 on each of six points:

1) Student reaction
2) Student involvement
3) Lesson development
4) Quality of questioning techniques
5) Relation of content to objectives
6) Students' understanding of the purpose of the lesson

The results of these teacher observations are summarized in Table 5 and Table 6.

Each non-sexist lesson was validated by two curriculum experts using a project-developed validation form. The results of this validation are given in Table 7 (elementary lessons) and Table 8 (secondary lessons). Tables 7 and 8 summarize the criteria not met by each lesson. On the whole, the elementary lessons fared much better than the secondary, which must be partly due to the elementary project staff use of outside help in critiquing the lessons. Of the elementary lessons, one (Magazine Content) appears to need major revision. Among the 19 secondary lessons, many need minor additions and/or revisions and some need major revision. For a full listing of the lessons and their deficiencies as reported by the curriculum validators, the reader should refer to Tables 7 and 8. The results of the lesson validation indicates where each lesson needs improvement and should be a valuable guide for future refinement of the lessons developed in 1974-75. In some cases, the validation criteria may be inappropriate for a given lesson. Thus, the project may elect to revise the validation form for future use.

To assess the effects of the Librarians inservice, a survey was mailed to all Minneapolis librarians. The results of this survey are shown in Table 9. Eighty percent of the 83 librarians who attended the inservice returned the survey which was mailed to them after the inservice. The librarians were generally favorable in their evaluation of the inservice and the majority of the respondents agreed that sexism should be eliminated from the school environment. The responses indicate that the

inservice increased their awareness of sexism in written materials and in other media in the schools. They felt that the criteria given to them for selecting school materials will be helpful and that they do intend to use these criteria in selecting and promoting materials in their schools. And finally, as an index of the effect of the inservice, the librarians were asked if they had shared information gained from the inservice with others. The majority (64%)said they had shared the information. Almost all (95%) indicated that they had talked with teachers, about 2/3 had talked with friends, 40% had talked to their spouse and 29% had talked to students about the inservice. Thus the short inservice had a positive impact on the librarians and the repercussions of this inservice have been far-reaching for such a modest effort.

In the spring a followup survey was mailed to 83 Minneapolis librarians to determine whether they had used the information or materials provided by the inservice. Table 10 summarizes the responses from 42 responding librarians. Eighty-six percent said they did use the handouts, 73% said they selected learning materials from the lists and/or information provided in the inservice. In the future, the majority of the librarians responding said they would like more lists of non-sexist A-V materials, non-sexist bibliographies, and lists of non-sexist printed materials.

The results of a survey of 753 teachers et al attending the Tuesday Release Time Inservice are presented in Table 11. These results indicate an overall favorable response to the inservice. Respondents judged the inservice to be interesting, relevant and paced correctly. The session contributed to their interest in and awareness of the problem of sexism in schools. It improved their ability to recognize sexist

practices, and it gave them ideas on how to reduce sexism in their schools. The majority of the respondents indicated that they would become more conscious of how they interact with female and male students, and be sure their expectations of females and males are equal. They said they would select materials with the least possible stereotyping and encourage all students to consider many career options possible for them. Only 20% said they would be willing to have special lessons or units. In all, this inservice appears to have had a positive impact on those attending.

Table 12 summarizes the responses of 17 teachers enrolled in the Professional Growth course conducted by the project staff. They reported the course objectives were well stated, the course organization, methods of presentation, incorporation of outside assignments with presentations were rated very highly. The majority also said the course increased their ability to affect change in sexist practices in their schools. Nearly all (91%) said they would like to participate in an extension of the course.

A survey of all participating project teachers showed that the elementary project teachers average 7 years' teaching experience while the secondary teachers average 10 years' experience. Most have had previous experience in the Women's Movement and view this project as an important means of eliminating sex bias.

To date the project has collected a variety of non-sexist learning materials. Magazine subscriptions, books, and filmstrips ahve been purchased. A flyer sent to all Minneapolis teachers soliciting any teacher-made non-sexist learning materials did not yeild any non-sexist learning materials, but did produce names of people who would be willing to use the materials when they become available.

Thus, it appears that non-sexist curriculum for the target area will be developed mainly through efforts of this project or others like it. The resource center will contain those lessons/units developed during this project year and various print and non-print learning materials purchased by the project. To data, a catelog of materials in the resource center has not been made, but one is expected to be ready for next year.

Table 13 shows the percentages of students endorsing various response categories for each of 11 items from the Self Awareness pre- and post-test. Except for one item, the difference in the proportions endorsing each response category shows a consistent shift away from sex role stereotypes. Thus the Awareness unit appears to have had the desired impact on students. The reliability of the Awareness post-test is .88 with the mean score 8.3 and mode 12. Table 14 contains the descriptive statistics, item difficulties, item-total correlations, and item discriminations for the Self Awareness post-test based on scores of 123 elementary students. The items were easy, had moderate correlations with the total score and had moderate discrimination. Table 15 summarizes the descriptive statistics based on the administration of a 16-item test of awareness of sexism in media to 152 elementary students. Table 15 shows the test reliability of .82 with students' mean score 13.7 on the 16-item test. The items had moderate correlations with the total score, ranging from .39 to .66. Most items also had good discrimination ability. The distribution of scores is negatively skewed, with the mode score 16.

Students were pre-tested and post-tested with the same 10-item instrument to get an idea of entry level knowledge of the Ninteenth Century Activists

which is the topic of the History unit. The mean pre-test score on this 10-item tests was .94, the mode 1. On the post-test Table 16 shows a mean score for 165 students was 6.5, the mode 10. The test reliability is .84. The items on the history test are more difficult, have higher discrimination and higher item-total correlations than do items on the other tests.

The secondary test item difficulties for 37 items is shown in Table 17. The items range in difficulty from .50 to 1.0. Reliability for the whole test is $\geq .45$. Item-total score correlations were not possible using the total item pool since different groups of students took each various combination of items, and no one took all 37 items. For the five subtests, means and modes are given in Table 18. Students scored high on each of the subtests with means 9.7, 7.1, 10.8, 8.6, and 12.3 on tests with 11, 9, 12, 10 and 15 items respectively.

C. SUMMARIZATION AND TABULATION OF DATA

TABLE 1

Role of the Advisory Committee
in the Project "Eliminating Sex Bias"

A Survey of 14 Active Members

Question Asked:	Percent endorsing each alternative		
HOW IMPORTANT IS THE ADVISORY COMMITTEE ROLE IN THE PROJECT "ELIMINATING SEX BIAS IN EDUCATION" WITH REGARD TO THE FOLLOWING:	very important	somewhat important	not very important
decision making by the project staff	29%	43%	29%
moral support	86%	7%	7%
sharing ideas related to the Women's Movement in general	64%	29%	7%
continuing the activities of the Minneapolis Task Force on Sex Bias	50%	29%	21%
a sounding board for project activities	86%	7%	7%

	Yes	No
DO YOU THINK THE ADVISORY COMMITTEE SHOULD BE CONTINUED NEXT YEAR?	93%	7%
DO YOU THINK YOUR EXPERIENCE AS A MEMBER OF THE ADVISORY COMMITTEE WAS WORTH THE TIME INVESTED?	85%	14%
WOULD YOU VOLUNTEER TO BE A MEMBER OF THE ADVISORY COMMITTEE NEXT YEAR?	93%	7%

CAN YOU SUGGEST WAYS TO CHANGE THE ADVISORY COMMITTEE IN THE FUTURE:	Ok as is
format	86%
time of meetings	79%
length of meetings	93%
number of meetings	79%
content of meetings	79%

TABLE 2

Student Evaluations of Self Awareness Unit
Based on Responses from 117 Students in Grades 4-6
Representing Five Schools*

COMPARED TO OUR REGULAR LESSONS, I LIKED THE NEW LESSONS	Better	48%
	About as much	38%
	less	14%
	TOTAL	100%
I THOUGHT THE NEW LESSONS WERE:	Interesting	37%
	Fun	31%
	Boring	10%
	Stupid	7%
	Important	15%
	TOTAL	100%
I THINK THE NEW LESSONS TAUGHT ME SOMETHING NEW THAT I DIDN'T KNOW BEFORE	Yes	72%
	No	28%
	TOTAL	100%

*Tuttle, Hiawatha, Shingle Creek, Longfellow, Clinton

TABLE 3

Elementary Level

Evaluation of History Unit
by 169 Elementary Students from Five Schools

Question Asked:		Percent Endorsing Each Item
I LIKED THE NEW LESSONS	Better than our regular lessons	75%
	About as much as I like our regular lessons	21%
	Less than I like our regular lessons	4%
I THOUGHT THE NEW LESSONS WERE:	Interesting	44%
	Important	31%
	Fun	20%
	Boring	4%
	Stupid	1%
I THINK THE NEW LESSONS TAUGHT ME SOMETHING NEW THAT I DIDN'T KNOW BEFORE	Yes	98%
	No	2%
ACTIVITIES YOU LIKED BEST	Hearing about famous persons lives	47%
	Filmstrips and movies	30%
	Researching a famoun person	18%
	Making a time line	4%

TABLE 4

Evaluation of the Secondary Lessons
by 122 Students from Five Classes, Grades 7-12
in the Minneapolis School District

Question Asked:	Percent Endorsing Each Alternative
CHECK HOW YOU FELT ABOUT MS. FREEMAN COMING IN.	
Was glad she came in	65%
Have no opinion, one way or the other	27%
Would rather she didn't come	8%
HOW MUCH DO YOU THINK YOU LEARNED THAT YOU DIDN'T KNOW BEFORE?	
Some	63%
A lot	25%
Nothing	13%
HOW MUCH DO YOU THINK MS. FREEMAN'S LESSONS CHANGED THE WAY YOU THINK?	
Some	51%
No change	36%
A lot	13%
DO YOU THINK THE INFORMATION YOU GAINED WILL BE USEFUL TO YOU PERSONALLY?	
Yes	49%
Don't know	35%
No	15%

TABLE 5

Mean Ratings of Elementary Lessons
by Observing Classroom Teachers

Rating Scale: 1=Poor to 5=Excellent

MEDIA UNIT	Number of Raters	Student Reaction	Student Involvement	Lesson Development	Quality of Questioning Techniques	Relation of Content to Objectives	Student Understanding of Purpose of lesson
Sports	5	4.8	5.0	4.6	4.8	5.0	4.8
Stereotyping in Basal Readers	2	3.0	3.5	3.5	4.0	4.5	4.0
Magazine Ads	5	4.5	4.0	4.5	4.6	4.3	4.0
Comics	5	4.5	4.5	4.6	4.8	4.8	3.6
TV Commercials	5	4.5	4.2	4.0	4.0	4.6	4.2
TV Ads	6	4.5	4.7	4.3	4.7	4.7	4.3
Toy Ads	6	4.5	4.7	4.3	4.7	4.7	4.3
TV Content	4	4.5	4.5	4.0	4.5	4.0	4.0
OVERALL	38	4.5	4.4	4.3	4.8	4.5	4.1
AWARENESS UNIT							
Activities	7	4.6	4.1	4.4	3.8	4.9	4.4
Characteristics	4	4.0	4.3	4.5	4.0	4.0	4.0
Occupations	4	5.0	4.5	4.5	4.5	5.0	5.0
Personality	4	3.8	4.0	3.8	3.5	4.3	3.8
Baby X (I)	2	4.5	5.0	4.5	5.0	5.0	4.0
Baby X (II)	2	5.0	4.5	4.5	5.0	5.0	5.0
Fairy Tales Role Reversal	3	4.7	5.0	5.0	4.7	5.0	5.0
Fairy Tales (I)	1	4.0		5.0	5.0	4.0	5.0
Cards	4	4.5	4.3	4.5	4.8	4.8	4.8
OVERALL	31	4.2	4.4	4.4	4.2	4.7	4.5
HISTORY UNIT							
Introductory lesson	5	4.3	4.0	4.5	4.0	4.8	4.6
Mother Mary Jones	4	4.5	4.5	4.8	4.7	5.0	5.0
Susan B. Anthony, Lucy Stone, Harriet Blackwell	3	4.7	4.0	4.3	5.0	5.0	5.0
Sojourner Truth, Harriet Blackwell, Lucy Stone	4	4.8	4.3	5.0	4.8	5.0	5.0
Frederick Douglas, Harriet Tubman, Susan B. Anthony	4	4.5	4.5	4.8	4.3	4.8	4.8
Elizabeth Blackwell, Elizabeth Cady Stanton, Lucretia Mott	5	4.3	4.0	4.3	4.3	4.3	4.3
OVERALL	25	4.5	4.2	4.6	4.5	4.8	4.8

TABLE 6

Secondary Level - Ratings of 20 Lessons
by Observing Teachers

Rating Scale: 1 = Poor to 5 = Excellent

LESSON TITLE	Number of Raters	Student Reaction	Student Involvement	Lesson Development	Quality of Questioning Techniques	Relation of Content to Objectives	Student Understanding of Purpose of Lesson
Sharing Work	8	4.4	4.5	4.8	4.5	4.8	4.4
Ethics	4	4.8	5.0	4.8	4.7	4.8	4.3
Toys	2	5.0	5.0	4.5	5.0	5.0	5.0
Newspaper Ads	2	4.0	3.5	4.5	4.0	4.5	4.0
Statistics	2	4.0	2.5	2.5	5.0	4.0	2.0
Elementary Readers	2	5.0	5.0	5.0	4.5	5.0	5.0
Language	4	4.5	4.3	4.3	4.3	4.8	3.8
Life Cycles	2	4.5	4.0	5.0	4.0	4.5	4.0
Laws	2	4.5	4.8	4.8	4.8	3.5	3.3
Marriage Contracts	4	4.3	4.3	5.0	4.5	5.0	4.3
Athletics	4	4.5	4.8	4.8	4.8	3.5	3.3
Women's Work	2	4.5	3.0	4.5	4.5	5.0	3.5
Career & Family Decisions	3	4.0	3.7	4.3	4.7	5.0	4.0
TV Characters	3	3.7	3.3	4.7	4.0	5.0	5.0
Status of Careers	2	3.5	3.5	4.0	4.0	4.0	4.0
Goals of Feminist Movement	2	4.5	4.5	3.5	4.0	4.5	4.5
Baby X	5	4.8	4.8	4.6	4.8	5.0	4.3
Job Characteristics	1	3.0	3.0	4.0	3.0	4.0	3.0
Women Today	2	5.0	4.5	4.0	4.5	5.0	5.0
Overall	56	4.3	4.1	4.5	4.3	4.8	4.3

TABLE 7

LESSON VALIDATION

1. Elementary Level

All but one of the elementary lessons was judged to be acceptable using the criteria stated for the lessons. Two raters rated each lesson on each of 18 points, scoring each point either pass or fail. The validation instrument can be found in the appendix, page .

Of the 18 lessons reviewed, eight passed on all points, five lessons failed one area; three lessons failed in two areas, one lesson failed three areas and one lesson failed seven areas. Those lessons which passed in all areas were: Sports, Comics, Content Analysis, Occupations, Fairy Tales, Personalities, Baby X, and Greeting Cards.

Lesson	Criteria Not Met
Magazine Ads	Use of a wide variety of source materials
TV Content	Use of a wide vareity of source materials
TV Commercials	Use of a wide variety of source materials
Activities	Directions to teacher sufficient to teach the lesson
Characteristics	Use of a wide variety of source materials
History Introduction History Stories History Conclusion	1) Does lesson provide opportunity for the development of critical thinking 2) Sufficient help with questioning techniques
Toy Ads	1) Provision for Evaluation & feedback 2) Do the lessons use a wide variety of source materials 3) Are the materials easily accessible
Content Analysis	1) Clearly stated objectives 2) Objectives specific to lesson 3) Provision for sufficient development of vocabulatory 4) Sufficient direction for the teacher to teach the lesson 5) Content compatible with objectives 6) Provision for evaluation and feedback 7) Use of a wide variety of source materials

TABLE 8

Results of Face Validation of Each Secondary Lesson
by Two Curriculum Experts

LESSON NAME	CRITERIA NOT MET (as judged by one or both validators)
1. Language	None
2. Elementary Books	None
3. Sharing Work	1) Objectives clearly stated 2) No criterion-referenced test items
4. Athletics	1) Objectives clearly stated 2) Provision of opportunity for development of creativity 3) No criterion-referenced test items
5. Baby X	1) Objectives appropriate to age level 2) Provision for development of critical thinking 3) Use of wide variety of source material
6. Life Cycles	1) Provision for evaluation and feedback 2) No criterion-referenced test items 3) Use of a wide variety of source materials
7. Marriage Contracts	1) Provision for sufficient development of vocabulatory 2) Sufficient help with questioning techniques 3) No criterion referenced test items 4) Use of a wide variety of source material
8. Job Characteristics	1) Objectives appropriate to age level 2) Provision for evaluation and feedback 3) No criterion-referenced test items 4) Use of a wide variety of source materials
9. Sharing Work	1) Provides opportunity for the development of creativity 2) Provides for sufficient development of vocabulatory 3) No criterion-referenced test items 4) Use of wide variety of source materials
10. TV Characters	1) Objectives appropriate to age 2) Objectives worthwhile 3) Provides for development of creativity 4) Provides for the development of critical thinking 5) Provides for sufficient development of vocabulatory

TABLE 8, Continued

11. Toys	1) Objectives specific to grade level 2) Objectives specific to lesson 3) Provision for student-teacher interaction 4) Provision for development of creativity 5) Provision for development of critical thinking
12. Status of Careers	1) Objectives specific to lesson 2) Provision for sufficient development of vocabulatory 3) Sufficient help with questioning techniques 4) No criterion-referenced test items 5) Use of wide variety of source materials 6) Directions sufficient for teacher 7) Provision for evaluation and feedback
13. Women Today	1) Objectives clearly stated 2) Provision for development of creativity 3) Provision for development of critical thinking 4) Provision for sufficient development of vocabulatory 5) No criterion referenced test items 6) Use of a wide variety of source materials
14. Career and Family Decisions	1) Provision for evaluation and feedback 2) Use of a wide variety of source materials 3) Provision for student-teacher interaction 4) Provision for the development of creativity 5) Provision for the development of critical thinking 6) Provision for sufficient development of vocabulatory 7) Sufficient help with questioning techniques 8) No criterion-referenced test items
15. Women's Work	No criterion-referenced items
16. Goals of Feminism	1) No criterion-referenced test items 2) Use of a wide variety of source materials (also - one validator cited a need for a bibliography)
17. Female/Male Ethics	1) Objectives clearly stated 2) Appropriate to grade level 3) Adaptable to different teaching styles 4) Provision for vocabulary development 5) Sufficient help with questioning techniques

TABLE 8, Continued

18. Help Wanted Ads	1) Objectives appropriate to age level 2) Objectives compatible with content 3) Objectives worthwhile 4) Objectives possible to accomplish within the lesson 5) Provides opportunity for the development of critical thinking 6) Provides opportunity for sufficient development of vocabulary 7) Uses wide variety of souce materials
19. Laws	1) Objectives clearly stated 2) Objectives appropriate to grade level 3) Objectives possible to accomplish within the lesson 4) Lesson adaptable to different teaching styles 5) Uses a wide variety of source materials 6) Source materials easily accessible 7) No criterion-referenced test items

TABLE 9

Librarians' Inservice Results
of the Followup Survey of 83 Attending Librarians
by Geographic Area

		Area				
		North	West	East	S.E.	Total
		%	%	%	%	%
The inservice has increased by awareness of sexism in written materials and other media in the schools.	SA	20	9	20	0	15
	A	75	73	75	100	76
	D	0	5	5	0	3
	SD	5	0	0	0	2
	No Resp	0	14	0	0	5
Sexism should be eliminated from the school environment.	SA	30	18	50	25	32
	A	45	55	35	50	46
	D	15	18	0	25	12
	SD	5	5	10	0	6
	No Resp	5	5	5	0	5
The Criteria for Selecting Materials (handout) will be helpful to me in selecting written or multi-media materials for the school.	SA	35	14	15	0	20
	A	60	73	75	50	68
	D	5	9	10	50	11
	SD	0	0	0	0	0
	No Resp	10	0	20	25	11

SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

TABLE 9, Continued

Librarians' Inservice

		Area				
		North	West	East	S.E.	Total
		%	%	%	%	%
Do you intend to use the criteria in selecting and promoting materials in your school?	Yes	90	91	75	75	85
	No	0	0	5	0	2
	No Resp	10	9	20	25	14
Have you shared any information gained from the inservice with others?	Yes	60	73	55	75	64
	No	30	27	25	0	26
	No Resp	10	0	20	25	11
If yes, (referring to the preceeding question), with whom?	Teachers	92	94	100	100	95
	Friends	58	81	55	67	67
	Spouse	58	31	45	0	40
	Students	33	19	36	33	29
	Administr.	17	6	9	33	12
	Other	8	13	9	0	10
Would you like more information on eliminating sexism?	Yes	55	41	60	25	50
	No	30	36	20	25	29
	No Resp	15	23	20	50	21

TABLE 10

Followup on Librarians' Inservice
Results from 42 Responding Librarians

Question Asked:		Percent Endorsing Each Alternative
DURING THE CURRENT SCHOOL YEAR:		
Did you use the criteria for the selection of learning materials which was handed out at the inservice?	Yes	86%
	No	14%
Did you select any materials from the lists and/or information furnished by Women's Studies?	Yes	73%
	No	27%
What additional information on eliminating sex bias and/or non-sexist learning materials would you like for next year?		
lists of non-sexist A-V materials		64%
non-sexist bibliographies		57%
lists of non-sexist printed materials		52%
reference articles		29%
inservice training		19%
selection guidelines		17%

TABLE 11

Tuesday Release Time Inservice:
Evaluation by Participants From 26 Schools

Question Asked:	Percent Endorsing each Alternative Area and Number of Participants				
	S.E. N=26	East N=165	West N=270	North N=292	Total N=753
HOW INTERESTING WAS THE INSERVICE?					
very interesting	53%	48%	49%	40%	45%
↑	24%	26%	24%	24%	24%
	18%	19%	16%	23%	19%
↓	0%	3%	5%	9%	6%
dull	0%	4%	4%	2%	3%
no response	6%	0%	2%	1%	1%
HOW WAS THE PACE OF TODAY'S SESSION?					
OK	76%	93%	90%	92%	91%
too fast	0%	0%	2%	2%	1%
too slow	12%	6%	6%	4%	5%
no response	12%	1%	3%	2%	2%
WAS THE CONTENT OF TODAY'S SESSION RELEVANT TO YOU AS A TEACHER (AIDE, ADMINISTRATOR)?					
extremely	29%	37%	37%	29%	34%
↑	47%	28%	23%	26%	26%
	12%	25%	22%	26%	24%
↓	6%	4%	12%	8%	8%
not at all	0%	4%	3%	6%	4%
no response	6%	2%	2%	4%	3%
HOW MUCH DO YOU THINK THE SESSION CONTRIBUTED TO YOUR: interest in the problem of sexism in schools?					
greatly	47%	44%	43%	35%	40%
some	41%	41%	39%	45%	42%
little	5%	7%	11%	14%	11%
none	0%	4%	6%	6%	5%
no response	5%	4%	1%	1%	1%

...continued

TABLE 11, Continued

Question Asked:	Percent Endorsing each Alternative Area and Number of Participants				
	S.E. N=26	East N=165	West N=270	North N=292	Total N=753
awareness of sexism in schools					
greatly	41%	50%	41%	38%	42%
some	47%	36%	41%	42%	41%
little	6%	8%	12%	14%	12%
none	0%	4%	5%	4%	5%
no response	5%	1%	1%	1%	1%
ability to recognize sexist practices					
greatly	29%	42%	37%	35%	37%
some	59%	44%	44%	47%	45%
little	0%	8%	12%	10%	10%
none	0%	3%	6%	5%	5%
no response	12%	2%	0%	2%	2%
ability to reduce sexism in your school in some way					
greatly	29%	26%	23%	17%	22%
some	47%	49%	52%	52%	51%
little	12%	14%	14%	21%	17%
none	0%	7%	8%	8%	8%
no response	12%	4%	2%	2%	3%
WHAT ACTIVITIES HAVE YOU DONE OR WILL YOU DO TO COUNTERACT THE EFFECTS OF SEX BIAS?					
Have special units or lessons	24%	24%	21%	16%	20%
Become more conscious of how I interact with female and male students	82%	68%	74%	70%	72%
Be sure my expectations for females and males are equal	65%	71%	71%	66%	69%
Encourage all students to consider many career options possible for them	76%	69%	65%	66%	67%
Select materials which have the least stereotyping possible	65%	57%	59%	53%	56%
HOW AWARE WERE YOU OF SEXIST PRACTICES BEFORE THIS SESSION?					
extremely aware		31%	22%	22%	24%
somewhat aware		54%	38%	42%	42%
heard of it		4%	4%	4%	4%
not at all		1%	0%	1%	1%
no response		11%	35%	30%	27%

TABLE 12

Course Evaluation
Professional Growth Course - Women's Studies

Responses from 17 Teachers Participating in the
Professional Growth Course Conducted by the
Elementary Curriculum Specialists

Question Asked:		Percent Endorsing Each Alternative
HOW WELL WERE THE OBJECTIVES AND GOALS OF THE COURSE STATED?	Extremely well	47%
	Very well	47%
	Reasonably well	6%
	Not very well	0%
	Poorly	0%
HOW DO YOU RATE THE METHODS OF PRESENTATION?	Extremely well	29%
	Very well	65%
	Reasonably well	6%
	Not very well	0%
	Poorly	0%
TO WHAT EXTENT DID THE INSTRUCTORS INCORPORATE OUTSIDE ASSIGNMENTS WITH THE PRESENTATIONS?	Extremely well	29%
	Very well	65%
	Reasonably well	6%
	Not very well	0%
	Poorly	0%
DID THE COURSE INCREASE YOUR ABILITY TO AFFECT CHANGE IN SEXIST PRACTICES IN YOUR SCHOOL?	Yes, a great deal	60%
	Yes, some	40%
	Little	0%
	Not at all	0%
HOW WOULD YOU RATE THE ORGANIZATION OF THIS PROFESSIONAL GROWTH COURSE?	Excellent	40%
	Above average	50%
	Average	10%
	Below average	0%
	Poor	0%
WOULD YOU LIKE TO PARTICIPATE IN AN EXTENSION OF THIS COURSE?	Yes	91%
	No	9%

TABLE 13

Responses of 129 Elementary Students in Grades 4-6
to Eleven Test Items Measuring Awareness of Sexism

Percentages Endorsing Each Response
Alternative: Pretest, Posttest and Difference*

Question Asked;	Percent of Students Endorsing Each Response		
	Pre (1)	Post (2)	Difference (2) - (1)
WHO WOULD YOU RATHER SEE CLIMBING A TREE?			
Boy	47%	19%	-28
Girl	3%	2%	- 1
Either	48%	79%	+31
WHO WOULD YOU RATHER HAVE BABYSIT A YOUNGER BROTHER OR SISTER?			
Boy	19%	5%	-14
Girl	43%	14%	-29
Either	36%	82%	+46
GIRLS CRY MORE THAN BOYS.			
Yes	60%	41%	-19
No	36%	57%	+21
BOYS ARE MORE ATHLETIC THAN GIRLS.			
Yes	48%	30%	-18
No	47%	66%	+19
A BOX OF BOOKS NEEDS TO BE CARRIED TO ANOTHER ROOM. WHO WOULD YOU RATHER SEE CARRY THE BOOKS?			
Boy	32%	28%	- 4
Girl	10%	6%	- 4
Either	54%	66%	+12
WHO WOULD YOU RATHER SEE PUTTING OUT A FIRE?			
Boy	60%	23%	-37
Girl	1%	2%	+ 1
Either	32%	74%	+42

*Sum of percentages for a given item may be less than 100 due to non-responding

TABLE 13, Continued

	Pre (1)	Post (2)	Difference (2) - (1)
WHO WOULD YOU RATHER SEE TYPING?			
Man	5%	2%	- 3
Woman	65%	26%	-39
Either	26%	71%	+45
YOU BUY A BIRTHDAY CARD WITH AN OUTDOOR SCENE. WHO WOULD YOU SEND IT TO?			
Boy	33%	18%	-15
Girl	17%	7%	-10
Either	47%	74%	+27
YOU BUY A CARD WITH FLOWERS ON IT. WHO COULD YOU SEND IT TO?			
Boy	5%	0%	- 5
Girl	72%	46%	-26
Either	19%	53%	+34
IN FAIRY TALES, THE PRINCE SHOULD ALWAYS SAVE THE PRINCESS.			
Yes	47%	54%	+ 7
No	50%	43%	- 7
IN FAIRY TALES, WOULD YOU RATHER HAVE THE PRINCESS BE BEAUTIFUL OR BRAVE?			
Beautiful	52%	15%	-37
Brave	10%	60%	+50
Either	33%	18%	-15

TABLE 14

Descriptive Statistics Based on Responses
From 123 Students in Grades 4-6
to a Twelve-Item Test[1] Measuring Awareness of Sex Bias

Mean Score = 8.3
Modal Score = 12.0
Reliability of Whole Test[2] = .88

Item Number	Item Difficulty(P)	Item - Total Score Correlation	Item Discrimination D = P upper - P lower 37% 37%
1	.77	.75	.51
2	.81	.69	.52
3	.58	.69	.72
4	.67	.66	.68
5	.70	.61	.66
6	.74	.78	.68
7	.70	.74	.70
8	.75	.64	.45
9	.51	.66	.78
10	.69	.55	.48
11	.81	.51	.37
12	.70	.46	.47

Frequency Distribution of Scores

Score	Absolute Frequency (N)	Relative Frequency Percent	Cumulative Frequency Percent
0	2	1.6	1.6
1	6	4.9	6.5
2	3	2.4	8.9
3	7	5.7	14.6
4	3	2.4	17.1
5	6	4.9	22.0
6	6	4.9	26.8
7	11	8.9	35.8
8	11	8.9	44.7
9	9	7.3	52.0
10	13	10.6	62.6
11	16	13.0	75.6
12	30	24.4	100.0

1. See appendix, page 62, Awareness Posttest
2. Whole test reliability was computed from the correlation between two half-tests (r_{12} = .79) using the formula: Reliability = $\frac{2r_{12}}{1 + r_{12}}$

TABLE 15

Descriptive Statistics Based on Responses
From 152 Students in Grades 4-6 to a 16-Item Test of Sexism
Measuring Awareness of Sexism in Media[1]

Mean Score = 13.7
Modal Score = 16.0
Reliability of Whole Test[2] = .82

Item Number	Item Difficulty P	Item Total Correlation	Item Discrimination D = P upper - P lower 45% - 30%
1	.88	.47	.34
2	.88	.57	.38
3	.93	.54	.19
4	.80	.42	.28
5	.94	.42	.14
6	.85	.47	.30
7	.67	.42	.45
8	.97	.66	.09
9	.61	.39	.51
10	.81	.47	.39
11	.95	.50	.15
12	.96	.61	.13
13	.85	.39	.35
14	.83	.55	.44
15	.90	.52	.18
16	.99	.56	.04

Frequency Distribution of Scores

Score	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)	
0	1	.7	.7	
4	1	.7	1.3	
6	2	1.3	2.6	
7	1	.7	3.3	
9	3	2.0	5.3	
10	9	5.9	11.2	
11	4	2.6	13.8	
12	9	5.9	19.7	
13	17	11.2	30.9	Mean=13.7
14	36	23.7	54.6	
15	32	21.1	75.7	
16	37	24.3	100.0	Mode=16.0

1. See appendix page 60 , End of Unit Evaluation - Media
2. Whole test reliability was computed from the correlation between two half-tests (r_{12} = .70) using the formula: Reliability = $\frac{2r_{12}}{1+r_{12}}$

TABLE 16

Descriptive Statistics Based on Responses
From 165 Students in Grades 4-6
to a Ten-Item Test of History Unit[1]

Mean Score = 6.5
Modal Score = 10.0
Reliability of Whole Test[2] = .84

Item Number	Item Difficulty(P)	Item - Total Score Correlation	Item Discrimination D = P upper - P lower 33% 33%
1	.57	.63	.74
2	.66	.48	.49
3	.68	.61	.63
4	.81	.65	.51
5	.81	.59	.45
6	.38	.64	.71
7	.37	.64	.70
8	.68	.56	.58
9	.68	.63	.62
10	.89	.31	.16

Frequency Distribution of Scores

Score	Absolute Frequency (N)	Relative Frequency Percent	Cumulative Frequency Percent	
0	3	1.8	1.8	
1	1	.6	2.4	
2	8	4.8	7.3	
3	12	7.3	14.5	
4	9	5.5	20.0	
5	24	14.5	34.5	
6	21	12.7	47.3	Mean=6.5
7	28	17.0	64.2	
8	21	12.7	77.0	
9	1	.6	77.6	
10	37	22.4	100.0	Mode=10.0

1. See appendix, page 64, History Posttest.
2. Whole test reliability was computed from the correlation between two half-tests (r_{12} = .72) using the formula: Reliability = $\frac{2r_{12}}{1+r_{12}}$

TABLE 17

Secondary Test Items
Item Difficulties and Corresponding Numbers
of Students Responding to Each Item

Item Number	Item Difficulty	Number of Students[1] Responding to the Item	Item Number	Item Difficulty	Number of Students[1] Responding to the Item
1	.83	57	20	.75	16
2	.67	115	21	.81	16
3	1.00	57	22	.92	75
4	.54	61	23	.84	44
5	.77	57	24	.89	44
6	.97	57	25	.88	44
7	.98	56	26	.91	33
8	.96	99	27	.80	60
9	.92	132	28	.89	93
10	.93	132	29	.89	93
11	.75	71	30	.97	94
12	.86	115	31	.64	61
13	.50	16	32	.90	61
14	.94	16	33	.88	33
15	.93	16	34	.97	33
16	.75	16	35	1.00	33
17	.88	16	36	.82	33
18	.75	16	37	1.00	15
19	.75	16			

1. Students were given a total of five subtests, each subtest containing items drawn from the particular set of lessons those students had received. The five groups of students had the following N's: 57, 16, 33, 17, 44.

TABLE 18

Frequency Distributions of
Five Secondary Subtests
Drawn from a 37-Item Pool

Subtest 1: Eleven items (numbers 1, 2, 3, 5-12)
Cronbach Alpha Reliability - .71

Frequency Distribution of 57 Scores

Score	N	%	Cumulative %	
3	1	1.8	1.8	
6	1	1.8	3.5	
7	2	3.5	7.0	
8	5	8.8	15.8	
9	13	22.8	38.6	Mean=9.7
10	13	22.8	61.4	
11	22	38.6	100.0	Mode=11

Subtest 2: Nine items (numbers 13-21)
Cronbach Alpha Reliability = .49

Frequency Distribution of 16 Scores

Score	N	%	Cumulative %	
2	1	6.3	6.3	
5	1	6.3	12.5	Mode=7.0
7	8	50.0	62.5	Mean=7.1
8	4	25.0	87.5	
9	2	12.5	100.0	

TABLE 18, Continued

Subtest 3: Twelve items (numbers 9. 10, 22, 25, 26, 28, 29, 30, 33-36)
Cronbach Alpha Reliability = .71

Frequency Distribution of 33 Scores

Score	N	%	Cumulative %	
8	2	6.1	6.1	
9	3	9.1	15.2	
10	5	15.2	30.3	Mean=10.9
11	9	27.3	57.6	
12	14	42.4	100.0	Mode=12.0

Subtest 4: Ten items (numbers 2, 4, 11, 12, 27-32, 37)
Cronbach Alpha Reliability = .49

Frequency Distribution of 7 Scores

Score	N	%	Cumulative %	
6	1	5.9	5.9	
7	1	5.9	11.8	
8	5	29.4	41.2	Mean=8.6
9	7	41.2	82.4	Mode=9.0
10	3	17.6	100.0	

Subtest 5: Fifteen items (numbers 2, 4, 8, 10, 12, 22-24, 27-32)
Cronbach Alpha Reliability = .45

Frequency Distribution of 44 Scores

Score	N	%	Cumulative %	
6	1	2.3	2.3	
7	1	2.3	4.5	
10	2	4.5	9.1	
11	7	15.9	25.0	
12	11	25.0	50.0	Mean=12.3
13	9	20.5	70.5	
14	13	29.5	100.0	Mode=14.0

D. CONCLUSIONS AND RECOMMENDATION

The project met or nearly met its objective of curriculum development, producing three elementary non-sexist units and 19 non-sexist secondary lessons. Both students and observing teachers rated the non-sexist lessons highly. Lesson validators indicated where change is needed in the elementary and secondary lessons, or alternatively the criteria for validation must be changed to reflect the project goals. In future curriculum development it may prove worthwhile to use lesson critiquers outside the project to assist in lesson refinement in the developmental stages. This was done in elementary curriculum development this year, and it proved useful to the project staff. The Advisory Committee, if it is continued next year, should be given a low priority among project activities since it does little to assist the project in reaching its objectives. The Librarians' Inservice and Tuesday Release Time Inservice were successful in creating an awareness of sexism in learning materials and developing a knowledge of how to select non-sexist learning materials. The librarians indicated a need for continued information and materials on non-sexist print and non-print materials. The two-credit professional growth course conducted by the project staff was rated highly by those enrolled. The teachers enrolled in this course were beneficial to the project also in refining the non-sexist lessons. This approach (participation in the project in exchange for credit) may prove useful in successive years of the project. The project has collected various print and non-print non-sexist learning materials, but has yet to produce a catalog for future users. The catalog should be produced as soon as possible to facilitate disseminarion of the non-sexist materials during the next year. The elementary project staff developed instruments to

measure student awareness of sexism with reliabilities between .82 and .88. The secondary project staff developed items relating to 12 of the 19 lessons produced. The total pool of 37 items had a reliability of ⩾.45. The project may want to develop test items relating to the seven lessons for which items are not available: Language, Statistics, Women's Work, Career and Family Dynamics, Life Cycles, Laws, and Goals of Feminism. Test data using these items can be a useful tool in evaluating the success of the teacher in reaching the lesson objectives.

And finally, but most importantly, the second year project will be greatly improved by an early date for project startup, including evaluation activities.

APPENDIX

MINNEAPOLIS PUBLIC SCHOOLS
Women's Studies

FACE VALIDITY

I. Objectives

Are the objectives:	Yes	No
clearly stated	____	____
appropriate to the age level	____	____
worthwhile	____	____
specific to the lesson	____	____
possible to accomplish within the lesson	____	____

II. Lesson Development

A. Is the lesson adaptable to different:

organizational settings	____	____
teaching styles	____	____

B. Does the lesson provide opportunity for:

student-teacher interaction (participation)	____	____
development of creativity	____	____
development of critical thinking	____	____
sufficient development of vocabulary	____	____
sufficient help with questioning techniques	____	____

C. Are the directions sufficient for the teacher to teach the lesson? ____ ____

D. Is the content compatible with the objectives? ____ ____

III. Evaluation

Is there provision in the lessons for evaluation and feedback of the lessons? ____ ____

Are the criterion-referenced items appropriate to the objectives of the lessons? ____ ____

IV. Source Materials

A. Do the lessons use a wide variety of source materials? ____ ____

B. Are the materials easily accessible? ____ ____

3-75

Boy_____ Girl_____

Student Evaluation - Self Awareness Unit

How do you feel about the lessons Ms. Burns and Ms. Ott taught you?

Put an X by the statement that tells how you feel.

I liked the new lessons

_____better than our regular lessons

_____about as much as I like our regular lessons

_____less than I like our regular lessons

I thought the new lessons were: (check two)

_____interesting

_____fun

_____boring

_____stupid

_____important

I think the new lessons taught me something new that I didn't know before.

_____yes

_____no

List your two favorite lessons.

_____

_____

MINNEAPOLIS PUBLIC SCHOOLS

Women's Studies

STUDENT EVALUATION - HISTORY UNIT

Boy _____ Girl _____

How do you feel about the lessons Ms. Burns and Ms. Ott taught you?

Put an X by the statement that tells how you feel.

I liked the new lessons

_____ better than our regular lessons

_____ about as much as I like our regular lessons

_____ less than I like our regular lessons

I thought the new lessons were: (check two)

_____ interesting

_____ fun

_____ boring

_____ stupid

_____ important

I think the new lessons taught me something new that I didn't know before.

_____ yes

_____ no

Check the two activities you liked best.

_____ filmstrips and movie

_____ researching famous person

_____ hearing about each famous person's life

_____ making a time line

List your two favorite people.

_____

_____

4-75

Student Evaluation

1. Check how you felt about Ms. Freeman coming in for ___ weeks.

____would rather she didn't come

____was glad she came in

____have no opinion, one way or the other

2. Check two activities you liked best

____Sharing Housework game

____Writing a marriage contract

____Athletics

____Ethics game

3. What did you like about those activities you checked above?

4. What was it you didn't like about those you did not check?

5. How much do you think that you learned that you didn't know before?

____ a lot ____ some ____ nothing

6. How much do you think Ms. Freeman's lessons changed the way you think?

____ a lot ____ some ____ no change

7. Do you think the information you gained will be useful to you personally?

____ yes ____ no ____ don't know

Teacher Observation

Name_____ Date_____

School_____ Grade_____

Topic:_____ Lesson_____

Length of today's instructional period _____ minutes

Describe the type of program in this class and this school:

Please complete the following:

I. Objectives: Appropriate Yes____ No_____

Comments_____

_____

_____

II. Parts of the lesson

A. Motivation

1. Student reaction

___	___	___	___	___
1	2	3	4	5
poor				excellent

2. Recommended changes_____

_____

_____

B. Development

1. Student involvement

___	___	___	___	___
1	2	3	4	5
not involved		- very involved		

2. How would you rate the development in today's lesson? (Does it tie together)?

___	___	___	___	___
1	2	3	4	5
poor				excellent

3. Quality of questioning techniques (Did it develop critical thinking)?

___	___	___	___	___
1	2	3	4	5
poor				excellent

4. Recommended changes:_____

_____

_____

C. Evaluation

1. How well did the content relate to the objectives?

___	___	___	___	___
1	2	3	4	5
poor				excellent

2. How well did the students understand the purpose of the lesson?

___	___	___	___	___
1	2	3	4	5
poor				excellent

3. Recommended changes:_____

_____

_____

III. Students and Environment

What factors seem to have affected the class today (mood, events, weather)?

_____

_____

_____

IV. Other Comments:_____

_____

_____

_____

MINNEAPOLIS PUBLIC SCHOOLS
Women's Studies

ADVISORY COMMITTEE SURVEY

1. How important is the Advisory Committee role in the project "Eliminating Sex Bias in Education" with regard to the following:

	very impt.	somewhat important	not very important
a. decision making by the project staff	____	____	____
b. moral support	____	____	____
c. sharing ideas related to the Women's Movement in general	____	____	____
d. continuing the activities of the Minneapolis Task Force on Sex Bias	____	____	____
e. a sounding board for project activities	____	____	____

2. Do you think the Advisory Committee should be continued next year? Yes ____ No ____

3. Do you think your experience as a member of the Advisory Committee was worth the time invested? Yes ____ No ____

4. Would you volunteer to be a member of the Advisory Committee next year? Yes ____ No ____

5. Can you suggest ways to change the Advisory Committee in the Future:

	OK as is	Change Suggested
a. Format	____	_____
b. Time of meetings	____	_____
c. Length of meetings	____	_____
d. Number of meetings	____	_____
e. Content of meetings	____	_____

f. Other suggestions _____

_____

LIBRARIANS' INSERVICE

In order to assess the effectiveness of the presentation on sexism for Librarians given by Women's Studies at your recent area meeting, we would appreciate your cooperation in responding to a few questions. Thank you for your time and efforts. Please send completed form to:

Mid Hume, Project Director
Women's Studies
807 N.E. Broadway
Minneapolis, Mn. 55413

Please place a check mark to indicate your response to the items.

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

In which area is your school located? North___ West ___ East ___ SE ___

1. The in-service has increased my awareness of sexism in written materials and other media in the schools. ___ SA ___ A ___ D ___ SD

   Comments _____

   _____

   _____

2. Sexism should be eliminated from the school environment. ___ SA ___ A ___ D ___ SD

   Comments _____

   _____

   _____

3. The Criteria for Selecting Materials (handout) will be helpful to me in selecting written or multi-media materials for the school. ___ SA ___ A ___ D ___ SD

   Explain your reason for this answer. _____

   _____

   _____

4. Do you intend to use the Criteria in selecting and promoting materials in your school? ____ Yes ____ No

Comments _____

_____

_____

5. Have you shared any information gained from the In-service with others?

____ Yes ____ No

If Yes, with whom?

____ Teachers
____ Administrators
____ Students
____ Spouse
____ Friends
____ Other

6. Would you like more information on eliminating sexism? ____ Yes ____ No

7. What, in particular? _____

_____

_____

8. Have you any suggestions for improving or changing the In-service?

Speakers _____

_____

Handouts _____

_____

Media _____

_____

Other _____

_____

_____

_____

_____

_____

LIBRARIANS' INSERVICE FOLLOWUP SURVEY

MINNEAPOLIS PUBLIC SCHOOLS

Women's Studies

Librarians' Inservice.....Followup Survey, May 1975

We would appreciate your cooperation in responding to a few questions about the inservice training conducted by Women's Studies last fall. Please return your completed survey to:

Mid Hume, Project Director
807 N.E. Broadway
Minneapolis, Mn. 55413

During the current school year:

1) Did you use the criteria for the selection of learning materials which was handed out at the inservice?

yes____ no____

2) Did you select any materials from the lists and/or information furnished by Women's Studies?

yes____ no____

3) What additional information on eliminating sex bias and/or non-sexist learning materials would you like for next year?

____lists of non-sexist printed materials

____lists of non-sexist A-V materials

____selection guidelines

____non-sexist bibliographies

____reference articles

____inservice training

MH/pc
5-7-75

MINNEAPOLIS PUBLIC SCHOOLS

Women's Studies

Tuesday Release Time Evaluation

How interesting was the inservice?

Very interesting ___ ___ ___ ___ ___ dull

How was the pace of today's session: OK ____ too fast _____ too slow _____

Was the content of today's session relevant to you as a teacher (aide, administrator)?

Extremely ___ ___ ___ ___ ___ not at all

How much do you think the session contributed to your: greatly/some/little/none

a) interest in the problem of sexism in schools g ___ s ___ l ___ n ___

b) awareness of sexism in schools g ___ s ___ l ___ n ___

c) ability to recognize sexist practices g ___ s ___ l ___ n ___

d) ability to reduce sexism in your school in some way g ___ s ___ l ___ n ___

What activities have you done or will you do to counteract the effects of sex bias?

____ Have special lessons or units.

____ Become more conscious of how I interact with female and male students.

____ Be sure my expectations for females and males are equal.

____ Encourage all students to consider many career options possible for them.

____ Select materials which have the least stereotyping possible.

____ Other (please list) _____

_____

_____

_____

_____

How aware were you of sexist practices before this session?

Extremely aware____ Somewhat aware____ Heard of it____ Not at all____

Course Evaluation
Professional Growth Course - Women's Studies

How well were the objectives and goals of the course stated?

Poorly____ Not Very Well____ Reasonably Well____ Very Well____ Extremely Well____

How do you rate the methods of presentation?

Poorly____ Not Very Well____ Reasonably Well____ Very Well____ Extremely Well____

To what extent did the instructors incorporate outside assignments with the presentations?

Poorly____ Not Very Well____ Reasonably Well____ VeryWell____ Extremely Well____

Did the course increase your ability to affect change in sexist practices in your school?

Yes, a great deal____ Yes, some____ Little____ Not at all____

How would you rate the organization of this Professional Growth Course?

Poor____ Below Average____ Average____ Above Average____ Excellent____

Would you like to participate in an extension of this course?

Yes____ No____

Can you suggest any changes in this Professional Growth Course?

Yes____ No____

Explain:_____

_____

_____

_____

End of Unit Evaluation - Media

Boy _____ Girl _____

Date _____ Grade _____ School _____

Choose one answer and circle it.

1. Stars in TV programs are:

   A. Mostly men

   B. Mostly women

   C. Equal number of men and women

2. Men are shown in a wider variety of jobs on TV than are women.

   Yes _____ No _____

3. Most TV shows about doctors star men.

   Yes _____ No _____

4. How do commercials usually show men selling food?

   A. Preparing it

   B. Eating it

   C. Buying it

5. Who is usually shown doing dish soap commercials?

   Men _____ Women _____

6. Who is usually shown selling shampoo in TV commercials?

   Men _____ Women _____

7. How do commercials usually show women selling food?

   A. Preparing it

   B. Eating it

   C. Buying it

8. Who is usually shown in ads about sports equipment and games?

Men _____ Women _____

9. How do magazine ads usually show men selling cars?

A. Driving

B. Standing by car

10. How do magazine ads usually show women selling cars?

A. Driving

B. Standing by car

11. Who is usually shown selling dolls in toy ads?

Boys _____ Girls _____

12. Who was usually shown selling trucks in toy ads?

Boys _____ Girls _____

13. In comic strips women are shown in what job?

A. Doctors

B. Housewives

C. Office workers

14. Men are shown in a wider variety of jobs in commics than women.

Yes _____ No _____

15. The sports page in the newspaper is about:

A. Mostly men

B. Mostly women

C. Equal number of men and women

16. Who is shown in more sports in the newspaper?

Man _____ Women _____

Post-Test - SELF-AWARENESS UNIT

Boy_____ Girl_____

Date _____ Grade_____ School_____

1. Who can climb a tree?

boy____ girl____ either____

2. Who could babysit a younger brother or sister?

boy____ girl____ either____

3. Girls cry more than boys.

yes____ no____

4. Boys are more athletic than girls.

yes____ no____

5. A box of books needs to be carried to another room; who could carry the books.

boy____ girl____

6. Who could put out a fire?

man____ woman____ either____

7. Who could be a typist?

man____ woman____ either____

8. You buy a birthday card with an outdoor scene, who could you send it to?

boy____ girl____ either____

9. You buy a birthday card with flowers on it, could you send it to?

boy____ girl____ either____

10. In fairy tales the princess could save the prince.

yes____ no____

11. In fairy tales could the princess be brave?

yes____ no____

12. Would you rather have a baby brother, a baby sister, or it makes no difference?

List two reasons for your answer.

1. _____

_____

_____

2. _____

_____

_____

HISTORY POST-TEST

Name _____ School _____

Grade _____ Date _____

POST-TEST ON 19th CENTURY FEMINISTS

Match the names with his/her achievements

____	Susan B. Anthony	A. First person to give an entire speech on women's rights. First Massachusetts woman to graduate from college.
____	Elizabeth Blackwell	B. Ex-slave, abolitionist and women's rights speaker, editor of the newspaper "North Star".
____	Henry Blackwell	C. Organized coal miners and textile workers into unions.
____	Frederick Douglass	D. Spoke on women's rights and anti-slavery. Wrote for and edited the "Women's Journal", which lasted 47 years. Wrote own marriage ceremony, renouncing laws which restricted women.
____	"Mother" Mary Jones	E. Ex-slave, abolitionist and women's rights speaker, demanded ride on Washington D.C. streetcar.
____	Lucretia Mott	F. Traveled for 30 years speaking for women's rights. Went door-to-door having people sign petitions to change the laws which restricted women. 19th amendment was named after her.
____	Elizabeth Cady Stanton	G. First to speak out for women's right to vote at Seneca Falls Convention.
____	Lucy Stone	H. First woman doctor. Started her own clinic, hospital and college.
____	Sojourner Truth	I. Escaped slave, most famous "underground railroad" conductor. Helped over 300 slaves escape.
____	Harriet Tubman	J. Quaker minister, abolitionist, and organizer of Seneca Falls Convention.

4-75

(over)

List the laws which restricted women in the 19th century.

SECONDARY TEST
37 Items

Item Number	Question	
1.	The number of coaches for boys is A. the same as for girls B. twice as many as for girls	A-1*
2.	Salaries for coaches in Minneapolis are A. equal for men and women B. unequal for men and women	A-2
3.	This class thought that most sports should have A. mixed teams B. separate teams	A-3
4.	Can the best trained female athletes beat the best trained male athletes? ___Yes ___No	A-4
5.	Girls toys make you think more than boys toys A. True B. False	T-1
6.	Boys are shown with a greater variety of toys than girls A. True B. False	T-2
7.	Pictures of toys show girls in A. housewife roles B. job roles C. the same roles as boys	T-3
8.	It was hard to find the right parents for the Baby X experiment because A. people want either a boy or a girl B. people already treat their children the same	B-1
9.	The problem of what toys to buy for Baby X was solved by A. letting the child choose B. buying some of everything	B-2
10.	The psychiatrist found that Baby X A. was a very confused baby B. had no problems	B-3

*The alphanumeric code following each question identifies the lesson from which the question is drawn. For example, A-1, A-2, and A-3 are drawn from the lesson titled Athletics; T-1, T-2, and T-3 from Toys; and B-1, B-2, B-3 from Baby X.

11. The Ethics game gave an opportunity for students E-1
    A. to think about their attitudes
    B. to learn new facts

12. When junior students discuss a situation they are likely to E-2
    A. have many different opinions
    B. think very much the same

13. A help wanted ad which can legally ask for a certain sex might be a AD-1
    A. secretary
    B. model
    C. welder

14. The jobs chosen by men in the class usually involved more physical effort AD-2
    A. true
    B. false

15. Jobs which women would choose usually pay AD-3
    A. more
    B. less

16. People are most interested in having jobs with J-1
    A. variety of activity
    B. good pay
    C. good hours

17. Of the jobs rated in the class the one wich rated low was J-2
    A. waitress/waiter
    B. telephone lineman

18. Women in the same occupations as men earn S-1
    A. about 60% of what men do
    B. nearly the same

19. Are women's average earnings catching up with men's? S-2
    A. yes
    B. no

20. With the same education women earn about ___% of what men do S-3
    A. 40%
    B. 60%

21. The group which earns the least average income is S-4
    A. white women
    B. black men
    C. black women

22. When giving loans, companies do not count all the wife's salary because ST-1
    A. they think women quit to have babies
    B. women don't stay at the same job very long

23. Do advertisers generally show women as they really look doing housework? ST-2
    A. yes
    B. no

24. Do some women enjoy staying at home? ST-3
    A. yes
    B. no

25. The group which are in the most variety of occupations on TV is V-2
    A. white women
    B. white men
    C. black women

26. The group that is over represented on TV according to their number in the population is V-1
    A. white women
    B. white men
    C. black men

27. The work which needs to be done at home is W-1
    A. about half outside work and half house work
    B. mostly house work

28. The most popular work was W-2
    A. the job outside the home
    B. meals preparation

29. If the work in maintaining a home is to be shared equally, men will need to do more house work than they do now. W-3
    A. yes
    B. no

30. A marriage contract should deal with M-1
    A. the romantic aspects of marriage
    B. all aspects of marriage

31. A marriage contract should be written M-2
    A. after you've been married for a while
    B. before marriage

32. Is a marriage contract designed to prevent and solve problems M-3
    A. yes
    B. no

33. The person who usually gives up the most when getting married is M-4
    A. the man
    B. the woman

34. Do elementary readers show working mothers as often as they exist in real life? X-3
    A. yes
    B. no

35. In elementary readers, the children who are most active and inventive are X-2
    A. the girls
    B. the boys

36. In elementary readers, the parent who is most loving to the children is X-1
    A. father
    B. mother

37. The number of girls participating in sports in Minneapolis is A-5
    A. equal to boys
    B. about 1/2 of the number of boys

Awareness Pre-test

Boy _____ Girl _____

Date _____ Grade _____ School _____

1. Who would you rather see climbing a tree?

   boy _____ girl _____ either _____

2. Who would you rather have babysit a younger brother or sister?

   boy _____ girl _____ either _____

3. Girls cry more than boys.

   yes _____ no _____

4. Boys are more athletic than girls.

   yes _____ no _____

5. A box of books needs to be carried to another room; who would you rather see carry the books.

   boy _____ girl _____ either _____

6. Who would you rather see putting out a fire?

   _____ _____ either _____

7. Who would you rather see typing?

   man _____ woman _____ either _____

8. You buy a birthday card with an outdoor scene, who would you send it to?

   boy _____ girl _____ either _____

9. You buy a birthday card with flowers on it, could you send it to?

   boy _____ girl _____ either _____

10. In fairy tales the prince should always save the princess.

    yes _____ no _____

11. In fairy tales would you rather have the princess be beautiful or brave?

    beautiful _____ brave _____ either _____

12. Would you rather have a baby brother, a baby sister, or it makes no difference? List two reasons for your answer.

History Pre-test

Name _____ School _____

Grade _____ Date _____

Can you identify the following:

1. Susan B. Anthony

2. Elizabeth Blackwell

3. Henry Blackwell

4. Frederick Douglass

5. "Mother" Mary Jones

6. Lucretia Mott

7. Elizabeth Cady Stanton

8. Lucy Stone

9. Sojourner Truth

10. Harriet Tubman

3-75

LIST OF LESSON VALIDATORS AND THEIR JOB TITLES

Secondary Lesson Validators

1. Dennis Kueng - Social Studies Resource Teacher
2. Paul Fredrickson - Coordinator, Law Education Projector
3. Ronald Davis - Coordinator, Learning Center for Economics
   Teacher, Franklin Junior High
4. Bruce Tipple - Teacher on Special Assignment, Learning Center for Economics;
   Teacher, Ethnic Studies Center
5. Kay Olson - Librarian, Central High School
6. Louise Androff - Teacher, West High School
7. Cynthia Kelly - Teacher, Washburn

Elementary Lesson Validators

1. Jean Rifley - Social Studies Resource Teacher, West Area
2. Barbara Held - Reading Resource Teacher, North Area
3. Margaret O'Shaughnessy - Language Arts Coordinator, East Area
4. Mary Pat Schouweiler - Media Resource Teacher
5. Phyllis Thornley - Librarian, Coordinator of Learning Materials
   Selection Committees
6. Lillian Grothe - Math Resource Teacher
7. Susan Mabley - Reading Resource Teacher, North Area
8. Mabel Melby - Curriculum Generalist